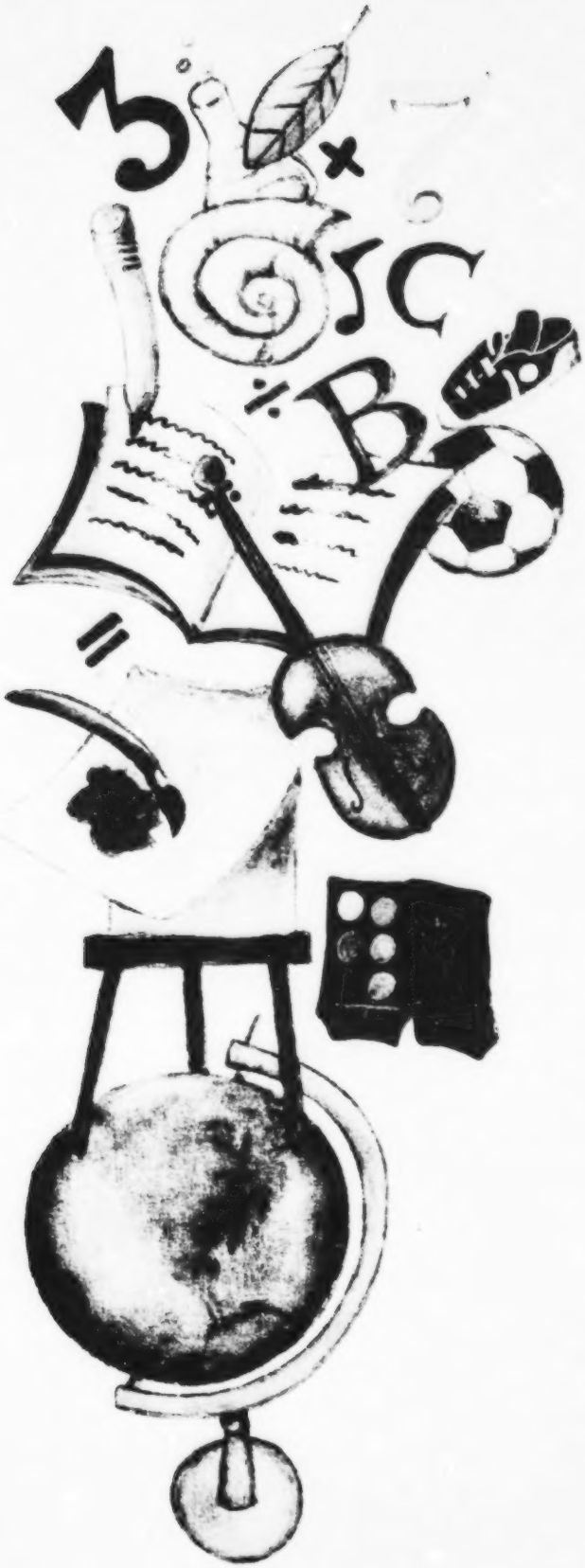

Ontario Report and Guide on School Improvement Planning

1999–2000

EQAO

Education Quality and Accountability Office

Ontario Report and Guide on School Improvement Planning

Education
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Accountability
Office

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The Education Quality and Accountability Office (EQAO) is an independent, arm's-length agency established in June 1996 by the Government of Ontario to ensure greater accountability and to contribute to the enhancement of the quality of publicly funded education in Ontario.

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The Current State of Improvement Planning

Improving student achievement is the primary responsibility of school boards. The work of schools is to promote high levels of achievement for all students. Improvement in achievement only comes when it is planned for, supported and implemented in the local school.

Improvement planning is a strategy to bring about educational change by enhancing student outcomes and increasing district school boards' and schools' capacity to design and manage change.

Effective schools do not act in isolation. Their work is grounded in a system that provides a culture of improvement and a plan for its achievement. The work of district school boards is to champion high levels of achievement for students and, thereby, schools.

The work of teachers is to foster high achievement for each student. When all in the classroom are focused on improved achievement, a culture of improvement exists within the classroom.

Improvement or, turnaround plans are the means by which students, teachers, parents, principals and senior school board staff will change conditions for learners to ensure improved achievement.

This report

a) outlines the characteristics of successful improvement planning,
b) evaluates system planning for improved achievement in Ontario, and
c) makes recommendations for grounding improvement planning in system development and quality assurance processes.

From Sorting to Access to Achievement

The focus of public education has shifted significantly throughout Ontario's history. Initially, the concentration was on sorting students by levels of ability. In the middle of the last century, attention turned to mass education, designed to ensure access for all. The current focus is on every student reaching his or her potential and high levels of success for all learners. This new paradigm requires significant change at classroom, school and district school board levels.

If you continue to do what you've always done, you'll continue to get what you've always got.

Assessing for Improvement

EQAO's purpose is to ensure greater accountability in the publicly funded education system in Ontario and to help improve the quality of publicly funded education. The responsibilities of EQAO are to

- design and implement a comprehensive program of student assessment within government-established guidelines;
- advise the Minister of Education on assessment policy;
- develop and implement a system for measuring the quality of education in Ontario;
- lead Ontario's participation in national and international assessments;
- promote research in best practices, in assessment and accountability;
- conduct quality reviews in consultation with school boards; and
- report to the Minister of Education.

EQAO promotes greater accountability and better quality in Ontario's publicly funded school system. An independent, arm's-length agency governed by a board of directors, EQAO provides accurate and reliable information about student achievement and education quality. EQAO also makes recommendations for improvement that students, parents, educators, policy-makers and others in the education community can use to improve learning and teaching.

Ontario's provincial assessment programs have two purposes:

First, they promote accountability by informing parents, students, educators and the general public about the academic performance of students. Second, they promote improvement by providing information that will enable educators and parents to help students learn more effectively.

The Goals of Large-Scale Assessment

Large-scale assessment is designed to contribute to positive educational change. It requires educators, parents and students to think about and discuss what takes place in the classroom.

The assessment program is designed to

- augment the information that teachers gather about individual students;
- provide high-quality information on the academic achievement of students;
- include additional information for the improvement of student learning and school improvement plans;
- assist in the adaptation of curriculum and instruction for students;
- develop awareness of the curriculum expectations; and
- ensure information for program improvement is available.

EQAO releases the results of the assessments through two reports:

a) the *Individual Student Report*, describing the performance of each student relative to provincial standards
b) the *Provincial Report on Achievement* assessing the overall performance of the sector

Contextual data, including gender-based data, which helps place this information in demographic and social contexts, are provided to school boards. Performance data for individual schools are released by district school boards.

We need a framework for educational change.

Planning for Improvement

Each school board must develop and release a board-wide plan for fostering and supporting improved achievement. Parents, school councils and other community members are partners who help analyze the achievement and contextual data and participate in the development of the board Action Plan for Improvement.

Building on strengths, action plans specify the goals, strategies, resources, responsibilities, time lines, monitoring, evaluation and reporting necessary to improve achievement.

Using the system plan as a foundation, principals and teachers, working with parents, school councils and other representatives of the community, prepare and release a school Action Plan for Improvement. Local and provincial assessment results are critical data.

Improvement is part of the ordinary process of running a school or a district school board, rather than a response to a belief that things are terribly wrong.

By illustrating practice and sharing successful strategies, EQAO seeks to enhance the ability of school boards to develop plans for improvement that truly lead to higher achievement for students.

Enhancing Improvement Planning

The provincial requirement for submission of school board improvement plans was initiated for the 1998–1999 school year. Working with the results of the Grade 3 and Grade 6 assessments, boards were requested to develop improvement plans for their elementary schools and to design a system plan to support school improvement. To assist boards in developing exemplary improvement planning practices, system plans were submitted to EQAO for review and comment.

The Provincial Report on Achievement, 1998–1999, included information on Action Plans for Improvement and made recommendations about improvement planning to school boards.

The *Ontario Report and Guide on School Improvement Planning, 1999–2000* reports on improvement planning practice in Ontario. The action plans prepared by district school boards form the basis for assessing the state of practice in the province and provide the background for recommendations that will enhance successful improvement planning in the future.

To further assist boards in their improvement planning processes, this year's reports also provide

- an overview of the major directions taken in system planning over the past two years;
- trends that have developed; and
- summaries of major emphases in system plans to facilitate dialogue among boards and sharing of successful practice.

The study group met regularly to

- *review school, board and provincial EQAO data;*
- *study student, home and teacher questionnaires;*
- *examine the correlation between school assessment data and EQAO results;*
- *review last year's action plan, and make recommendations for this year's action plan.*

— Halton District School Board

In the Educator Handbook, *EQAO advises boards that*

- *their improvement plan should address strategies and directions that are appropriate to the board and that can be implemented through a cycle of review, development and implementation, and*
- *board staff will invite parent, school councils and community groups to help analyze the achievement and contextual data and prepare a board-wide plan for improvement*

Two Years of Action Plans

School Board Action Plans for Improvement, 1999

Last year, of the 60 English-language school boards, 59 made submissions to EQAO. Of these, 53 constituted system plans for improvement. The remainder submitted covering letters for, or summaries of, the goals of their school's plans for improvement.

Action plans ranged from one-page summaries, attached to the reports of school board officials, detailing results on the Grade 3 assessment, to comprehensive action plans tied to the board's overall strategic planning processes. Suggested components for system plans to support improvement were made by EQAO.

EQAO provided a Suggested Checklist for the Board Action Plan for Improvement. This checklist served as a guide for some of the items that could be incorporated to improve planning.

Overview of 1999 School Board Action Plans for Improvement

In developing their plans for system improvement, EQAO suggested elements for success. These elements and the degree to which they were included in the 1999 school board action plans are provided in the following table:

Criteria	Incorporated by			
	Majority of Boards	Some Boards	A Few Boards	Almost No Boards
Choose curriculum areas for improvement. Take into consideration what factors are under the board's jurisdiction.	✔			
Clarify the expected results for the areas chosen for improvement.			✔	
List procedures and strategies that are currently working well.			✔	
Explore strategies for improvement that might be used to achieve the expected results. Select those that would be manageable and most effective for improving student learning.			✔	
Review the EQAO recommendations from the *Provincial Report on Achievement, 1998–1999.*	✔			
Identify resources (human, material, monetary) that would be needed to implement strategies.		✔		
Decide who would be responsible for obtaining the necessary resources — teachers, administrators, parents or the school community.		✔		
Develop a multi-year action plan.				✔
Ensure time lines are realistic.			✔	
Decide how to monitor the progress of the plan at frequent intervals.			✔	
List indicators that would reflect the success of the plan.			✔	
Release copies of the action plan to parents, teachers and the local community by February 1, 1999.	✔			

Lessons Learned in the Review of 1999 Action Plans

The plans submitted by boards in March 1999 indicated that planning for system improvement would be enhanced by a focus on six key elements.

1. Setting a requirement for elements that boards are expected to include in their system plan

An analysis of the plans submitted indicated that boards made differential use of the EQAO checklist. Some items were utilized by most boards. Others were rarely included.

The Sudbury Catholic District School Board, for example, developed their system action plan using these suggestions and presented the information in chart form using the following headings:

- Curriculum Areas for Improvement
- May 1998 Board Results
- Expected Board Results
- Strategies Presently in Place and Working Well
- Strategies for Improvement to Achieve Expected Results
- Related EQAO Recommendations 1998–99
- Resources Needed to Implement Strategies
- Planned Time Lines and Review Process
- Indicators That Would Reflect Success

The manner in which boards presented their plans ranged from highly structured templates to narrative and prose. Some used traditional action plan approaches; others made lists of activities to be undertaken.

2. Devoting resources to developing the appropriate values, beliefs and principles

All board action plans reported that higher achievement will occur within their schools. Some expected dramatic change in test results over the next two years as curriculum is fully implemented and expertise in assessment strategies became more widespread.

The link between the implementation of the provincial curriculum and the provincial assessment program is fundamental. Curriculum implementation proceeded at differing paces and low scores were partially linked to the curriculum not yet being fully implemented. Many improvement initiatives from the system plans focused on curriculum implementation initiatives. Many boards predicted changes in results given time for implementation.

The plans submitted from school boards varied widely in their focus on assessment and the purposes served by the development of a system improvement plan.

The lack of articulation between system and school improvement initiatives was often described as a commitment to site-based management, as is described in one school board's action plan.

> *The ... Board operates on a site-based management model in which principals are responsible for all aspects of the teaching–learning process within their schools. The Board has directed administration and staff within the schools to focus on the Mathematics curriculum in order to develop teaching and assessment strategies for improved student performance.... Individual school plans are included as a major component of the board's Action Plan.*

Similar assessment results were responded to differently across the boards. While some school systems reported their results as cause for renewed vigour and energy in improvement efforts, others with almost identical results appeared accepting of the current success levels of their students. Some, with similar scores, praised the current achievement levels while others set targets of 20% increase in levels 2 to 3 and 3 to 4.

As the Catholic District School Board of Eastern Ontario developed their Action Plan for Improving Instruction, the following premises influenced all decisions:

- *Our Grade 3 Board results will improve in 1999, as they improved in 1998, compared to 1997, although our intent is to de-emphasize comparing 1997 and 1998 results;*
- *The Grade 3 and Grade 6 tests are just one aspect of assessment and evaluation, albeit an important one;*
- *The stress is on excellence in teaching and learning, not just on the Grade 3 and Grade 6 tests;*
- *Grade 3 and Grade 6 testing involves students and teachers at every grade level as this is a school-wide process;*
- *The opportunities to share exemplary resources and wise teaching practices are essential to the success of the school/board improvement plans;*
- *All schools move forward from where they are, conscious of past results only as a way to lead to improvement;*
- *This is a multi-year process;*
- *EQAO recommendations from the* Provincial Report on Achievement, *1998–1999, link closely to our plans;*
- *We build on the strengths while addressing the weaknesses;*
- *This is a board-wide team effort for school improvement.*

The purpose of assessment is to improve student learning. This connection was not made in some plans submitted. A few plans questioned the value of provincial assessment and had a tendency not to take ownership for the results of the assessment of their students' performance.

Valuing internal and external data about student learning is one of the important keys to successful improvement. The building of support for school improvement includes a commitment to accept and integrate external data along with the valuable internal data generated daily. Some systems made cursory use of the data. In contrast, others embedded it into the very structure of plans. One board, for example, subtitled its plan "Using Provincial Results to Improve Student Learning." Another described the provincial assessment program and its implications and ensured that all who read the plan fully understood and used the information to guide improvement. These, however, were less common than those who did not clearly link the improvement plan to the data provided.

School boards and administrators built support for their work by communicating provincial assessment results and their response for improvement to students, parents, school councils and the wider community.

Some offered a wide array of suggestions on implementing the process and portrayed a desire to become actively involved with all of the partners. One board, for example, advised its schools that

> *Administrators will involve parents, School Councils and the community in interpreting and using assessment information and developing action plans.*
>
> *Administrators, teachers and School Councils will work with parents to encourage students to read for enjoyment and information beyond the school environment.*
>
> *Administrators, teachers and School Councils will work with parents to encourage students to write on thoughts, feelings and information beyond the school environment.*
>
> *Administrators, teachers and School Councils will work with parents to encourage and assist students to engage in regular activities that involve mathematics, especially outside regular school work.*
>
> *Administrators, teachers and School Councils will inform parents of ways to engage their children in enjoyable and useful mathematical activities, using mathematics in the home and asking children to explain their thinking.*

Other school boards provided little support for the involvement of partners. There were no provisions for involving partners in the analysis of the results, development of the plan or feedback on its effectiveness.

3. Creating a better understanding of the change process

School systems are responsible for ensuring leadership in helping staff and stakeholders come to a better understanding of the change process. Boards clearly did not all start from the same point. Some made minor revisions to plans for improvement already in place. Others were implementing new improvement planning processes in the context of other significant educational reform.

4. Clarifying centralized and de-centralized responsibilities

Setting system expectations that work at the local level clarifies roles and responsibilities. Some plans set out goals that may, in the end, be unattainable. Nothing gives licence to the abandonment of change efforts more quickly than failure: "We tried it and it didn't work." Realistic, centrally set standards and attainable expectations set at the system level are essential for success at the school level.

For example, Dufferin–Peel Catholic District School Board provided differentiation of roles. Their action plan was structured into three critical areas:
- Creating A Culture of Assessment
- Aligning and Coordinating Methods of Teaching, Learning and Assessment
- Communicating and Interpreting Assessment Findings

Each of these key areas was presented and described in prose and charts:
- Action
- Strategy
- Responsibility sub-divided into Who, What and When
- Indicators of Success subdivided into Indicators for the Program Department, Indicators for the Family of Schools and Indicators for Schools

Actions were described in four areas:
- Communication
- Mandated Curriculum/Pedagogy
- Staff Development
- Staffing

Each partner's role was clearly identified and measures of its achievement established. Accountability and success are easier to attain when this approach is adopted as the norm.

5. Ensuring an understanding of the training and development processes that facilitate successful improvement planning

The review of system plans demonstrated wide variation in the role of training and staff development across the province. Effective staff development has a twofold focus: professional development and school improvement. Effective staff development results in professional development when the focus is on the individual, and in school improvement when the focus of the program is on the school. The distinction was not always made in the plans submitted. Hence, some of the activities suggested, particularly those that focus only on the Grade 3 program, will ensure professional development. However, that may leave school improvement to chance.

The essential precursor to school improvement is the belief that "schools need improvement."

A review of the plans also indicated that work was needed to further understanding of the structure and types of training that have the potential to bring about change. Structured opportunities for the sharing of practice within the school by those who work there on a daily basis was not widespread. Most opportunities focused on expertise outside the school or development of expertise by sending staff outside for growth opportunities. While such opportunities are important training and staff development, lasting, meaningful school improvement happens from within the school. Teachers must be afforded the time, resources and opportunities to develop and share skills and experiences within the school. This practice is integral to school improvement.

Many plans used "en-masse," single-event meetings or workshops as their primary tool. Research has documented that while informative and helpful to staff, these meetings do not bring about change in practice. Board plans that extended training beyond the grade affected and provided it on a continuous basis were far more effective.

Effective staff development is school-based, teacher-driven, teacher-planned, active, intensive, sustained and supported. Work needs to be undertaken to make staff development a more uniform component of all system plans for improvement. For example, as part of their system in-service planning, the action plan from the District School Board Ontario North East indicates that the board will

> *Provide in-service to all principals on the teacher's role as planner, instructor and assessor. Principals will then focus on those areas when planning school in-service activities.*

A significant number of plans incorporated a high degree of reliance on experts outside the school to interpret assessment and improvement initiatives to parents and the community. Few relied on school-based staff or provided training and support to develop skills required to fulfill this role. Building success into improvement initiatives will require boards to provide the support to move from outside to inside the school.

6. Facilitating an understanding of exemplary programming

Plans submitted indicated that a clear understanding of the nature of exemplary programming is not universal. Some struggled with what an exemplary program looks like and, therefore, the expectations and directions for school plans were not well described.

EQAO Support

Following the review of last year's (1999) school board action plans, EQAO addressed these issues in the *Ontario Provincial Report on Achievement*, 1998–1999 in the section "Responding Effectively to Assessment Data: An Analysis of School Board Action Plans for Improvement Submitted to EQAO." Recommendations were made to school boards regarding processes and components of successful improvement planning. In addition, EQAO developed an *Educator Handbook* that provided guidance on implementation of the recommendations.

School Board Action Plans for Improvement, 2000

District school boards were requested to provide EQAO with a copy of their plan for improvement in 2000. Plans were reviewed against the recommendations for successful improvement planning. Feedback on the plan and recommendations for future improvement planning were provided to each board through a letter to each director of education from the CEO of EQAO.

Plans were submitted for review by EQAO from each of the 72 school boards. Plans were also submitted from other educational jurisdictions in the province, including district school authority boards. The following chart provides an overview of the plans submitted by the 60 English-Language District School Boards.

Overview of School Board Action Plans for Improvement, 2000

The following chart provides an overview based on 60 district school board plans.

EQAO Recommendations for Improvement Plans, 2000	Number of School Boards that Addressed this Recommendation
Detail system action to improve student achievement	59
Recognize procedures and strategies that are currently working well	30
Share successful practice	50
Base on local assessment results	50
Identify areas for improvement	53
Clarify expected results	51
Explore strategies for improvement to achieve expected results	58
Identify resources required and responsibility for obtaining resources	47
Provide time lines	46
Outline indicators to be used to measure effectiveness of the Action Plan for Improvement	42
Describe processes for monitoring progress made toward objectives	16
Provide directions and expectations for school action plans	37
Ensure that school and system Action Plans for Improvement are shared with parents, school councils and the community	45
Include a mechanism for communicating widely within the system and with parents, school councils and community members	32

Trends

There has been significant progress in the quality of improvement planning in Ontario.

- Almost all board plans now identify the areas for improvement, explore strategies that might be used and clarify expected results.
- There is less variation in the quality, focus, content and structure of improvement plans.
- Results of assessment processes are playing a greater role in the development of plans.
- The analysis of gender-based data provided by EQAO is reflected in some plans.
- Expectations for success are better developed and more realistic.
- The majority of boards now indicate the resources that will be required for success and the time lines for achieving objectives.
- Although there is much to be done, parents, schools and the community are more involved in the formulation and review of system plans.
- Smaller, gradual, adaptive changes are giving way to changed direction. Minor changes to the status quo are replaced with plans for significant change.
- The most significant areas that require attention are identifying indicators of success, monitoring of progress towards objectives and structuring plans to ensure that they are the foundation for school plans.
- More emphasis is required on identifying procedures and strategies that are currently working well.
- Significant revision is still required to provide parents and educators with a coherent framework for implementing change.
- School board plans continue to reflect support to schools and teachers but offer little pressure for school and system improvement.

Conclusion

Attention to the elements of successful improvement planning provides an important ingredient for success.

Creating excellent frameworks for reform does not guarantee positive outcomes. Good maps, however, do increase the chances of arriving at the destination.

A planning process can provide new direction and harness energy that may currently be dissipated and can re-energize people within and without the school system.

The measure of success for improvement planning is the enhanced achievement of students.

With no plan, only crises receive attention.

Nothing promised, naught performed.

Recommendations to the Partners

It is recommended that

- school boards develop action plans for the improved achievement of their learners, which
  - a) focus on increased achievement levels for all students;
  - b) include specific strategies for the lower-achieving students;
  - c) use their analysis of the gender-based data provided with assessment results;
  - d) are the basis for evaluating school and system performance; and
  - e) involve parents and school councils at local and system levels.
- the District School Board Action Plan for Improvement be the basis for School Improvement Plans developed by local school improvement teams.
- district school boards facilitate the involvement of school councils in their participation in both the interpretation of local and provincial assessment results and the local and system improvement planning processes by ensuring that
  - a) information and training related to assessment is provided to school council members;
  - b) information and training related to improvement planning processes is provided to school council members;
  - c) staff work with school councils in the school improvement planning process; and
  - d) data related to "statistical neighbours" or "schools like us" are shared with school councils for use in the improvement planing process.
- a standard format for reporting the improvement planning process be implemented for the 2001 planning cycle. (See Appendix B.)

Improving Student Achievement: Students, Teachers, Schools and Boards

Improving student achievement requires planning at all levels — system, school, classroom and individual student. The expectations the district school board has of itself, its schools and students can only be realized through the development of the System Action Plan for Improvement.

Following the development of the System Action Plan for Improvement, the School Action Plan for Improvement is aligned with the system plan. An action plan outlining how each school will make the system plan come to life ensures the vision is translated from system to students. The school action plan provides the support for each teacher's plan for improved learning and teaching in the classroom. Teachers must integrate their plans into those of the school in which they work and be supported by the system of which they are a part. The process is a cooperative, interdependent venture. Each partner has a role to play and issues to address.

Cooperative Activities for Successful Improvement Planning

System	School	Classroom
What are the needs of our schools?	What are the needs or our students?	What are the needs of my students?
How should we focus our plan?	How should we focus our planning?	How should I focus my planning?
What are our indicators of success?	What criteria shall we use as indicators of success?	What criteria shall I use for indicators of success?
What system improvements should we make?	What improvements should we make in our school?	What improvements and modifications do I want to make to my program?
How will we measure success?	How will we measure success?	How will I measure success?
How can we involve all partners?	How can we work together?	How can I best work with colleagues?
How can we involve the community?	How can we involve parents, school councils and the community?	How can I best work with parents to improve the performance of their children?

School improvement is emerging as one of the most dynamic areas in social policy.

Peter Mortimore

Schools are not accountable for the pre-existing inequalities in society but they must be held accountable for what they are designed to influence: students' progress, the fundamental purpose of education.

The Road to Improvement: Reflections on School Effectiveness, *Peter Mortimore*

The third generation of school effectiveness will be defined, in part, by the relationship between district and school effectiveness.

Third Millennium Schools: A World of Difference in Effectiveness and Improvement *Tony Townsend, et al.*

Successful Planning

In the last decade there has been a significant amount of research on improving student achievement. This research, along with the successful practices in Ontario's school boards, demonstrates that there are a number of components for planning for improved achievement.

Complex problems facing today's schools are not the sole responsibility of the school's staff and community. Boards must develop a school improvement framework to support schools in achieving improved performance. District school boards fulfill their leadership role by providing a framework for improving teaching and learning at the school level.

The task is considerable — identifying desirable results is vastly different from changing schools.

Improvement Planning Phases

The improvement planning process has three phases, each of which has a number of essential components. Each component, however, contributes to successful improvement planning in more than one phase.

I **Development Phase**

- Focus on achievement
- Base plans on good data
- Provide leadership
- Involve all partners
- Initiate strategies for lower-achieving students
- Develop improvement plans at all levels

II **Implementation Phase**

- Make achievement the highest priority of the system
- Provide pressure and support
- Focus on whole school and whole curriculum
- Communicate widely
- Share successful practices
- Accelerate time lines

III **Evaluation Phase**

- Create criteria for assessing plans
- Monitor and measure
- Refine and readjust

Focus on Achievement

Action plans focus on learning, rather than teaching, and identify expectations for student performance, rather than expectations of teachers and schools.

When the focus is on achievement, improvement planning processes reflect fundamental principles, which include the following:

- All children can learn, most at high levels.
- School systems must foster a culture of improvement.
- The culture of improvement must pervade at local and system levels.
- No one is excluded from the expectation to improve.
- Action must accompany commitment.

The improved achievement of students is the primary measure of the success of their improvement efforts.

Goals:
That students spend more time writing about and talking about their math solutions
That student use calculators and manipulatives regularly

Nipissing–Parry Sound District School Board

High expectations and standards for all, no matter what.

Michael Barber

Improvement planning keeps the complex elements of a school system congruent in order to create a healthy, effective learning organization focused on students.

Victoria L. Bernhardt

The School Portfolio: A Comprehensive Framework for School Improvement

Base Plans on Good Data

There is a substantial research base for school improvement efforts including links between school effectiveness and school improvement. While not the same, the connections promote the focus on the most important aspect: improvement of achievement for learners.

School effectiveness is concerned with results. Researchers try to describe certain variables for school success in measurable terms. On the other hand, school improvement places the accent on the process; here one finds a broad description of all the variables that play a role in a school improvement project. Both approaches need the other to successfully modernize the system.

Successful plans vary in terminology and structure provided that they address each of the following questions:

- Where are we?
- Where are we going?
- What will be the measures of improvement?
- What strategies will we use?
- What help do we need to get there?
- Who are the people to get us there?
- When we will get there?
- How will we know?

What gets measured, gets done.

Tom Peters

What you can't measure, you can't manage.

Maureen Kempston Darkes

We must not lose the momentum for continuous improvement that good assessment data have helped to create.

Joan Green

The challenge then becomes turning knowledge of improvement into improved practices.

> *Raw results are the appropriate answer to "How has my son or daughter performed?" but not to questions about a school's performance. For these questions other information is needed in order to identify what researchers call the value-added component. Moreover, measuring educational value added serves the important purpose of stimulating school self-evaluation and school improvement. This objective is equally, if not more, likely to have a direct impact on educational standards than the limited and slippery goal of accountability.*
>
> Forging Links: Effective Schools and Effective Departments
>
> *Pam Sammons, Sally Thomas and Peter Mortimore*

Expected Outcomes	Strategies	Indicators of Success
An awareness ... as identified through current research is promoted system-wide	Locate and synthesize research related to ...	Summary of research shared with school staff

Halton District School Board, Action Plan 2000

Provide Leadership

Principals walk a narrow edge ... exhaustion and discouragement are high; discretionary energy and time are low. ... Links between principal performance and pupil performance are beginning to be forged in the research community.

Roland Barth, Improving Schools from Within

Improved achievement will not occur without effective leadership at the school and classroom levels and cannot be sustained without effective leadership at the system level.

System leadership is crucial to success over time. Individual teachers, school staff, and principals can have an impact on change at the school level but cannot sustain positive gains as teachers, school staff and principals change. Strong leadership at the system level is more important than ever. What was once learned from experienced peers now depends on system leadership.

An exemplary system plan for improvement accompanied by support for school action plans is the most hopeful combination for having an impact on the achievement levels of all learners. In order to reach this goal, school boards are providing support for the development, implementation and monitoring of school action plans.

Development of new, more specific action plan templates for schools –

Expansion of ownership of the process of planning for improvement:

Specific areas of focus in this year's action plan included

- *who is involved in developing the plan, including a specific question about how the school council is involved*
- *school-based resolutions for four system-wide issues ...*
- *identification of one 'tip' or best practice to be shared with colleagues.*

Durham District School Board

To improve student learning the Toronto District School Board will

- *support Superintendents of Schools as they work with their families of schools to improve school results;*
- *support principals in their role as curriculum and instructional leaders.*

Administrators provide leadership, direction and support within the school that facilitates quality school improvement. The administrative team fosters the goals of the board and school improvement plans by creating an atmosphere that supports change and dialogue among staff, and commits to all aspects of the improvement process.

Dufferin–Peel Catholic District School Board

Involve all partners

Shared responsibility and shared decision making are the cornerstone of successful improvement planning. As staff work with parents to review the results of local and provincial assessments and create action plans, they develop a sense of shared responsibility and a determination to bring about the changes that are required.

People support what they create.

Margaret Wheatley

Parents play one of the most essential roles in the educational process. They provide the environment in which students learn, the discipline and the dedication needed to be successful, not only in school but also in life. Parents must instill in their children a deep respect for hard work, achievement and learning.

Thérèse Knect Dozier

Initiate Strategies for Lower-Achieving Students

Too often, improvement efforts benefit only higher-achieving students. Revised or new strategies for all students must be included in improvement plans.

Recent research provides data that indicates our current education system continues to serve the bottom 30 percent of our young people relatively poorly.

While the improved learning of *all* students is imperative, system and school improvement initiatives must ensure a focus on the lower-achieving learners. Gender-based data should be analyzed and used as strategies are developed.

Lower-achieving students have always presented the biggest challenge for educators. They relate less well to the educators. Their motivation, learning patterns, and products are not well understood.

For most of our history, we have not had to deal with low achievers – they dropped out of our schools. Our goal of every student graduating is not possible without successful strategies for learners who are currently low-achieving students.

Exemplary plans seek to meet the needs of high-risk students.

There is a growing awareness that our current education system continues to serve the bottom 30% of our young people relatively poorly.

Pam Sammons and Peter Mortimore

Strategies:

- *Provide schools with suggested tips for parents and a list of resources on involving families in reading.*
- *Make parents aware of resources and services offered by public libraries and other literacy organizations.*

Waterloo Catholic District School Board

The internalization of school effectiveness and improvement at the school and classroom level is perhaps the most pressing agenda facing the system.

Third Millennium Schools: A World of Difference in Effectiveness and Improvement
Tony Townsend, et al.

Systematically improving the way school boards and schools operate is a complex and multi-dimensional process. Improvement requires understanding of each of the components and the processes each participates in to contribute to positive change in student learning.

Successful School Improvement, *Michael Fullan*

EQAO is developing a program to assist in the gathering of information. The ***Education Quality Indicators Program*** *has nine core themes around which specific indicator measures will be designed:*

- *community, student and family demographics*
- *leadership and the teaching and learning environment*
- *satisfaction of parents, students, educators and members of the general public with Ontario's school system*
- *student achievement*
- *preparedness to learn and early learning support*
- *community–school relationships*
- *education financing*
- *school environment and facilities*
- *teaching and learning environment*

Develop Improvement Plans at all Levels

Studies of effectiveness have shown that the effective management of learning and teaching relies upon systematic planning at all levels to ensure that

Students

- examine the quality of their work;
- identify personal learning goals;
- create a plan for achieving those goals; and
- monitor their progress by reviewing and updating the plan.

Teachers

- provide the program to meet students' needs and curriculum requirements;
- analyze individual student results;
- communicate expectations and results to parents and students; and
- use the information to work with students for improved performance.

Schools

- analyze data from as many sources as possible;
- report results to the community;
- identify areas that are working well and those that require attention;
- develop an Action Plan for Improvement;
- implement the plan; and
- monitor the plan.

District School Boards

- analyze data from diverse sources;
- present the results in the context of the board and school demographics;
- interpret the results to foster the climate of assessment and improvement;
- set direction for school improvement planning;
- develop, implement and monitor the system Action Plan for Improvement; and
- communicate widely with all partners.

Action plans at the district school board level are crucial to improvement. Board-wide commitment to action is required. Substantial change can only come with strong support at the top and on the inside.

What initiatives have been undertaken to improve learning for students?

What initiatives have been undertaken to improve teachers' ability to assess, evaluate and report on student achievement?

What initiatives have been undertaken to improve administrators' roles in improving student learning?

What initiatives have been undertaken to improve parents' understanding of the curriculum and provincial assessments?

What initiatives have been undertaken to include School Councils?

Superior–Greenstone District School Board

Expected Outcome:	*Teachers, administrators and members of Catholic School Councils will increase their ability to analyze, interpret and work with school-based data.*
Indicators of Success:	*Increased involvement and understanding in the use of data as an aid to school improvement*
	Incorporation of school-based data as rationale for the development of School Improvement Plans and as Indicators of Success
Time line:	*February 2000*

York Catholic District School Board

Every attempt has been made to provide entry points for improvement for all schools, staffs, teachers, administrators and parents. It is only through school and community-wide effort that student improvement can be realized.

York Catholic District School Board

Make Achievement the Highest Priority of the System

Boards demonstrate commitment by providing a comprehensive set of supports for improved achievement and by detailing the measures they will use to evaluate progress.

The Action Plan for Improvement can become the template on which decisions are based. The decisions boards make and the actions they take are the clearest reflection of their commitment. Commitment to improvement is demonstrated through system decisions.

- Are those promoted into leadership positions those staff members with commitment and demonstrated ability to effect change?
- Do financial decisions ensure that funds are allocated to support identified initiatives?
- Is the communication of progress towards goals of the action plan a priority?
- Are successful system practices shared widely?
- Is staff development provided with the understanding that teacher growth is related to pupil growth?

Organizational change occurs when both pressure and support are provided. Pressure and support to schools working to bring about improved achievement for students is provided by a system action plan which sets the direction and expectations and by the monitoring of system and school progress against the plan.

Successful School Improvement, *Michael Fullan*

Provide Pressure and Support

Exemplary planning processes not only provide support, but they also provide pressure. District school boards apply pressure for improved achievement through their expectations for students and schools, through the decisions made and through activities at the system level. Clear direction and expectations for school improvement planning processes are provided by district school boards.

Excessive control at the central level tends to alienate those at the local level. Complete local or school autonomy or decentralization results in drift or, at best, small pockets of temporary success. Continuous success involves continuous two-way negotiation, and mutual pressure and support between individual schools and the system.

In private business and education, lack of sustained central office support and follow-through have been documented as major impediments to successful improvement efforts.

Focus on Whole School and Whole Curriculum

Provincial assessment measures student performance in reading, writing and/or mathematics at particular grades. Improvement efforts must span the full curriculum.

Provincial assessment occurs at specific grade levels. Improvement must be planned for the entire school.

Learning is cumulative. A comprehensive action plan targets high achievement across all grades and all areas of the curriculum.

Local assessment results are critical to a successful plan, particularly in areas of the curriculum not currently assessed as part of the provincial, large-scale assessment program.

Exemplary planning at the classroom/school/system level targets all aspects of the school program for all learners.

Communicate Widely

When principals and teachers contribute to, or are very familiar with, system plans, the plans can become the foundation of the school, classroom and individual student's plans.

When parents, school councils and the wider community contribute, or have opportunities, to become familiar with the system plan, effectiveness and confidence can be increased.

Recommendation: To enhance student learning and achievement through the development of effective communication practices to include

- *system*
- *staff*
- *school*
- *home/parents*

Expected outcome: Provide effective and appropriate avenues for communication across the system

Halton District School Board

Expected Result: Parents will be informed about the plan for improvement in each school

Sudbury Catholic District School Board

Share Successful Practice

Teachers, principals and senior board staff have extraordinary insight into their work, which is seldom shared with others.

The improvement planning process should be structured to allow individual, school and system strengths to be discussed and communicated widely.

The belief that the knowledge base for improving schools lies outside the school and improving the system lies outside the system (the 'outside expert' syndrome) must be replaced by a focus on change from within. People who are going to make the change happen must be involved in the plan for change.

Educators are beginning to acknowledge the importance of what they know and are finding ways to make it available to others.

Action Plans for Improvement should prominently feature the successful practice within the system — not just to celebrate (although this is important) but as an excellent staff development strategy.

Strategies Presently in Place and Working Well:

- *principal in-service on assessment strategies*
- *language literacy programs*
- *use of rubrics and performance assessment*
- *extensive variety of assessment strategies*
- *observation and portfolios*
- *professional development through video conferencing at Contact North*
- *collaboration of parents, teachers and principals on the development of school action plans*
- *regional Catholic school council meetings*
- *board newsletter*

Sudbury Catholic District School Board

Best Practices and Tips From EQAO Action Plans

Reading

- *Mandatory reading each day for every student and teacher (Hillsdale)*
- *Use of animated literacy (Rosebank)*
- *Reading awards club (Fallingbrook)*
- *Home reading program (Meadowcrest)*

Writing

- *Publishing student writing (Harmony Road)*
- *Writing organizers (RH Cornish)*
- *Student notice board (Bondar)*

Mathematics

- *Math Jeopardy (Ormiston)*
- *Interactive math journals (Applecroft)*
- *Math instruction in split grades (Valleyview)*
- *Math Day (Walter E. Harris)*

Durham District School Board

... the central paradox facing education: ... a long-term strategy will only succeed if it delivers short-term results.

Michael Barber

Accelerate Time Lines

Our first commitment is to students currently in our schools. Exemplary plans include strategies with shorter time lines to benefit our current learners.

Specific areas for improvement must be identified and strategies and procedures must be explored. Then those strategies that yield positive learning outcomes must be retained and those not yielding positive learning outcomes discontinued.

Exemplary action plans address the needs of all students, including our high-risk students.

Continuous improvement causes us to think about upstream process improvement not downstream damage control.

Continuous Improvement: Teams and Tools, *Robert Lynch and Thomas Werner*

Establish Criteria for Assessing Plans

Improving the achievement of all students requires ambitious benchmarks.

Improvement plans must include the indicators of success by which progress will be measured. When a continuum is developed for each initiative, those involved are able to talk honestly about current and future levels.

Successful improvement planning involves recording what is supporting improvement and possible factors contributing to low levels of achievement or implementation, including trends, strengths, weaknesses, comparisons, consistency, positive issues, issues of concern help create criteria for evaluating plans. A description of current practice along with current achievement data can be a starting point.

Monitor and Measure

Successful plans value all sources of data about progress towards goals. These plans identify ways of weaving all available data into the monitoring process.

Monitoring will determine what works well and what needs improvement.

Exemplary plans evaluate all aspects of improvement planning. They incorporate both formative and summative approaches. Without a clear monitoring process, abandoning or detouring from the plan becomes easy and the urgent replaces the important. There is a clear choice: deal with crises or implement the plan for improvement. Unfortunately, educators have more experience and training to deal with the former and very little training and experience with the latter. This situation is reversed with a comprehensive system plan measured for effectiveness against standards.

Measuring "the difference we are making" is a crucial aspect of the monitoring process. The gains our learners are making is the measure of improvement. Hence, the best approaches focus on value added.

Monitoring of Progress

Maintain a Progress Portfolio that will include

- *copies of in-service, agendas, feedback/evaluation instruments*
- *summary of in-service feedback*
- *summary of program evaluation*
- *observations conducted during classroom visits*
- *interviews with a sampling of teachers and principals*
- *tracking of teaching and learning strategies that are successful*

Waterloo Catholic District School Board

Monitoring the Improvement Strategies:

Try to involve as many people as possible to implement and monitor the action plan.

Indicators of Success:

These indicators need to be the measurable and observable things that you will see throughout the year.

Durham Catholic District School Board

Refine and Readjust

Improvement planning processes are works-in-progress.

They provide for continual assessment of what is working, which objective has been achieved and what needs to be discarded.

The refining of action plans can provide mid-course corrections and clarification. Readjusting the plan can improve it and ensure implementation. Refining the plan signals the importance of the effort and that system-monitoring of student achievement is a priority.

The process of refining a plan is also an opportunity to provide continuity and build confidence. As the plan is readjusted, goals are restated and major aspects remain constant. The only changes that occur are in the adapting of strategies and time lines that are demonstrating limited success.

Excerpts from the Thames Valley District School Board's action plan for improvement demonstrate refining and readjusting: "One of the first steps in developing the 1999–2000 Action Plan was to review the state of the Action Plan from the previous year ... to determine its strengths and to determine what aspects of the plan and its implementation required modification." Subsequent sections in their report are "Strengths of the 1998–1999 Action Plan," "Concerns" and "Next steps: Based on the strengths and concerns identified, the Action Plan for 1999–2000 should ..."

All the participants in the improvement of achievement process may not be aware of all the strategies that are proving successful. The review-and-refining process provides a window to system and school successes.

> *The Superior–Greenstone School Board Action Plan is a "living" document that reflects the ongoing efforts of the Board and all of its education partners to improve the level of student achievement throughout the district.*

Appendices

Appendix A: School Councils

Appendix B: School Board Reporting to EQAO in 2001

Appendix C: Board Reports

Whether we move in the direction of bringing families more to the school or taking schooling more into the community, the key to life-long learning in the 21st century will be to find new coalitions, new conceptions of school effectiveness, new meaning for the words 'educational partnership'

John MacBeath.
The Contribution of Parents to School Effectiveness

Appendix A

School Councils

Parents play a vital role in the development and education of their children and involvement of parents is critical to the improved achievement of their children.

School Councils are important partners in processes linking assessment to improvement.

EQAO asked parent chairs of school councils across the province to talk with other parent school council members and respond to the following questions:

- Has your School Council been involved in you school's action plan for improvement? If so, how?
- What training and information has been provided for School Council members about improvement planning processes?
- Is your School Council involved in the review of school results of provincial assessments? Is so, how?
- Does your School Council assist in sharing information about results and action plans with all parents? If so, how?
- Does the School Council assist in sharing information about results and action plans with the wider community? If so, how?
- Do you believe that your school has sufficient focus on improving achievement? What activities has the School Council undertaken to support the need for an improvement focus?
- What do think would make your improvement planning even better?
- Are there issues that our questions did not address?
- What other improvement planning advice do you have for School Councils around the province?

The following are brief excerpts from School Council responses to the EQAO questionnaire.

> *"As chair of our school council, I attend the Council of Chairs meetings to discuss with other chairs assessments, results, plans and other important issues."*
>
> *"Yes, we discuss with our principal and staff representatives what areas need to be improved and discuss the many different ways to improve them."*
>
> *"Our School Growth Team is made up of administration and representatives from staff, students, community and our school council."*
>
> *"A climate that is positive and promotes risk taking is key to school improvement."*
>
> *"Our school improvement plan drives all the objectives of our school council."*

Information from EQAO questionnaires of school staff and school councils informed the development of the School Council Checklist.

School Council Checklist

Does My School	✔
provide information to parents regarding local assessment programs?	
provide information to parents regarding provincial assessment programs?	
ensure that provincial assessment results are clearly communicated to all parents?	
use assessment results to plan for improvement?	
have a school improvement planning team?	
involve parents and school council members on the school action planning team?	
present the action plan to the school council for comment and review?	
know the district school board's expectations for schools?	
present the system action plan to parents?	
use the supports offered by the school board plan?	
clearly identify areas for focusing improvement?	
communicate improvement priorities to parents?	
let parents know the indicators that will be used to determine success?	
regularly report to parents on progress in areas identified for improvement area?	
provide training and information sessions on improvement planning for parents?	
include parents in professional development activities?	
have a plan for how parents can help improve the achievement of their children by working both at home and at the school?	
work towards home–school agreement of responsibilities of students, parents and the school?	

Appendix B

School Board Reporting to EQAO in 2001

School boards develop action plans for improvement that vary in structure and format. Each school board develops their plan to best meet the needs of their system and the communities they serve. EQAO's Web site has all the action plans submitted in electronic version. In order to review common elements, report and share practice across the province EQAO will require school boards to report from their action plans information in the template:

- Actions planned, at the system level, for the improved achievement of all students
- Strategies for recognizing procedures that are working well and for sharing successful practice
- Examples of indicators for measuring effectiveness of the plan
- Monitoring process
- Strategies for providing directions and expectations for school action plans
- Strategies for involving parents, school councils and the community in the action planning process
- Strategies for communication about the action plan within the system and with parents, school councils and the community

A Web-enabled template will be forwarded to school boards in early 2001 for use in the reporting process.

Appendix C:

Board Reports

Those who seek to bring about improvement require access to ideas that work.

School boards need to provide opportunities for educators to reflect upon and expand their repertoire of successful practices and to discuss them with colleagues.

EQAO is committed to providing district school boards with support in developing a culture of improvement.

These summaries and the school board information will facilitate the sharing of practice across the province.

They are intended to help district school board staff, principals, teachers and other school staff, parents and school councils and community members in planning for the improved achievement of all students.

Reports for each submitted action plan follow

It is time to talk about solutions in education.

It is time to plan together for improvement

Algoma District School Board

Director of Education:

Ray DeRosario

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,946

Number of schools involved:

43

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- data from local and provincial assessment results
- identification of areas for improvement
- indicators to measure the effectiveness of the plan
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Algonquin and Lakeshore Catholic District School Board

Director of Education:

Gregory Cosgrove

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,845

Number of schools involved:

34

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Avon Maitland District School Board

Director of Education:

Lorne Rachlis

Number of Grade 3 and Grade 6 students participating in EQAO testing:

2,709

Number of schools involved:

47

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- communication with partners

Future Focus

- indicators of success and strategies to monitor the effectiveness of the plan

Brant Haldimand and Norfolk Catholic District School Board

Director of Education:

Joseph Rapai

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,493

Number of schools involved:

30

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan

Future Focus

- monitoring the effectiveness of the plan

Bluewater District School Board

Director of Education:

Janet Glasspool

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,361

Number of schools involved:

49

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- resources to achieve objectives

Future Focus

- indicators of success and strategies to monitor the effectiveness of the plan

Bruce–Grey Catholic District School Board

Director of Education:

Vern Batte

Number of Grade 3 and Grade 6 students participating in EQAO testing:

625

Number of schools involved:

11

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans

Future Focus

- monitoring effectiveness of the plan

Catholic District School Board of Eastern Ontario

Director of Education:

Greg McNally

Number of Grade 3 and Grade 6 students participating in EQAO testing:

2,188

Number of schools involved:

37

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans

Future Focus

- monitoring the effectiveness of the plan

District School Board of Niagara

Director of Education:

William McLean

Number of Grade 3 and Grade 6 students participating in EQAO testing:

6,457

Number of schools involved:

105

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- communication with partners

Future Focus

- sharing procedures and strategies that are working well
- directions and expectations for school plans

District School Board on Ontario North East

Director of Education:

Mark Hall

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,334

Number of schools involved:

30

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- strategies and time lines to achieve expected outcomes

Future Focus

- strategies that are currently working well in schools and school system
- indicators and strategies to measure the effectiveness of the plan
- structuring the system plan as a foundation for schools to develop and refine their action plans
- communicating widely

Dufferin–Peel Catholic District School Board

Director of Education:

Michael Bator

Number of Grade 3 and Grade 6 students participating in EQAO testing:

11,340

Number of schools involved:

102

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- continued comprehensive planning

Durham District School Board

Director of Education:

Grant Yeo

Number of Grade 3 and Grade 6 students participating in EQAO testing:

9,102

Number of schools involved:

96

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- continued comprehensive planning

Durham Catholic District School Board

Director of Education:

Grant Andrews

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,905

Number of schools involved:

40

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Grand Erie District School Board

Director of Education:

Peter Moffatt

Number of Grade 3 and Grade 6 students participating in EQAO testing:

4,411

Number of schools involved:

71

Major Improvement Planning Emphasis

- indicators to measure the effectiveness of the plan
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- directions and expectations for school action plans

Future Focus

- monitoring the effectiveness of the plan

Greater Essex County District School Board

Director of Education:

Val Pistor

Number of Grade 3 and Grade 6 students participating in EQAO testing:

5,096

Number of schools involved:

59

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan

Future Focus

- monitoring the effectiveness of the plan

Halton District School Board

Director of Education:

Dusty Papke

Number of Grade 3 and Grade 6 students participating in EQAO testing:

6,136

Number of schools involved:

67

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Halton Catholic District School Board

Director of Education:

Fred Sweeney

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,350

Number of schools involved:

32

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans

Future Focus

- monitoring the effectiveness of the plan

Hamilton–Wentworth District School Board

Director of Education:

Merv Matier

Number of Grade 3 and Grade 6 students participating in EQAO testing:

8,064

Number of schools involved:

111

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Hamilton–Wentworth Catholic District School Board

Director of Education:

Marcel J. Castura

Number of Grade 3 and Grade 6 students participating in EQAO testing:

4,133

Number of schools involved:

54

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- continued comprehensive planning

Hastings and Prince Edward County District School Board

Director of Education:

Larry Langdon

Number of Grade 3 and Grade 6 students participating in EQAO testing:

2,786

Number of schools involved:

45

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- continued comprehensive planning

Huron–Perth Catholic District School Board

Director of Education:

Gaetan Blanchette

Number of Grade 3 and Grade 6 students participating in EQAO testing:

791

Number of schools involved:

17

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan

Future Focus

- monitoring the effectiveness of the plan

Huron–Superior Catholic District School Board

Director of Education:

Cecile Somme

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,205

Number of schools involved:

24

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Kawartha Pine Ridge District School Board

Director of Education:

Dick Malowney

Number of Grade 3 and Grade 6 students participating in EQAO testing:

6,034

Number of schools involved:

75

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Keewatin–Patricia District School Board

Director of Education:

Dave McLeod

Number of Grade 3 and Grade 6 students participating in EQAO testing:

876

Number of schools involved:

22

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans

Future Focus

- communicating with partners

Kenora Catholic District School Board

Director of Education:

Allan Craig

Number of Grade 3 and Grade 6 students participating in EQAO testing:

213

Number of schools involved:

4

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Lakehead District School Board

Director of Education:

Marilyn Gouthro

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,940

Number of schools involved:

28

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- data from local and provincial assessment results
- strategies to achieve expected outcomes

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners

Lambton–Kent District School Board

Director of Education:

Paul De Sadeleer

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,963

Number of schools involved:

62

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- indicators to measure the effectiveness of the plan
- monitoring process

Future Focus

- directions and expectations for school plans
- communicating with partners

Limestone District School Board

Director of Education:

Barry O'Connor

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,255

Number of schools involved:

51

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- sharing successful practice

London Catholic District School Board

Director of Education:

Patrick Dunne

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,067

Number of schools involved:

48

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Near North District School Board

Director of Education:

Bev Moore

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,992

Number of schools involved:

39

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- indicators to measure the effectiveness of the plan

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners

Niagara Catholic District School Board

Director of Education:

Angelo Di Ianni

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,341

Number of schools involved:

51

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- data from local and provincial assessment results
- identification of areas for improvement
- monitoring process
- communication with partners

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans

Nipissing–Parry Sound Catholic District School Board

Director of Education:

Gerry H. Gadoury

Number of Grade 3 and Grade 6 students participating in EQAO testing:

516

Number of schools involved:

13

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- continued comprehensive planning

Northeastern Catholic District School Board

Director of Education:

Larry Yaguchi

Number of Grade 3 and Grade 6 students participating in EQAO testing:

562

Number of schools involved:

12

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- indicators to measure the effectiveness of the plan
- resources to achieve objectives

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners

Northern District School Authority Board

Director of Education:

Robert G. Pearce

Number of Grade 3 and Grade 6 students participating in EQAO testing:

23

Number of schools involved:

2

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- monitoring process

Future Focus

- monitoring the effectiveness of the plan
- sharing successful practice
- directions and expectations for school plans

Northwest Catholic District School Board

Director of Education:

Carol-Lynne Oldale

Number of Grade 3 and Grade 6 students participating in EQAO testing:

293

Number of schools involved:

5

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans

Ottawa–Carleton District School Board

Director of Education:

James P. Grieve

Number of Grade 3 and Grade 6 students participating in EQAO testing:

10,566

Number of schools involved:

111

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Ottawa–Carleton Catholic District School Board

Director of Education:

Philip A. Rocco

Number of Grade 3 and Grade 6 students participating in EQAO testing:

5,371

Number of schools involved:

62

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives

Future Focus

- monitoring the effectiveness of the plan
- communicating with partners

Peel District School Board

Director of Education:

Harold Brathwaite

Number of Grade 3 and Grade 6 students participating in EQAO testing:

16,182

Number of schools involved:

143

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans

Future Focus

- monitoring the effectiveness of the plan
- communicating with partners

Protestant Separate School Board of Penetanguishene

Director of Education:

Norman Mason

Number of Grade 3 and Grade 6 students participating in EQAO testing:

61

Number of schools involved:

1

Major Improvement Planning Emphasis

- details activities for the improved achievement of students
- recognizes procedures that are working well
- uses data from local and provincial assessment results
- includes strategies to ensure successful practice is shared
- uses data from local and provincial assessment results
- ensures communication with partners

Future Focus

- continued comprehensive planning

Peterborough, Victoria, Northumberland and Clarington District School Board

Director of Education:

Michel Langlois

Number of Grade 3 and Grade 6 students participating in EQAO testing:

2,138

Number of schools involved:

31

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans

Future Focus

- identifying strategies currently working well
- communicating with partners

Rainbow District School Board

Director of Education:

Gord Ewin

Number of Grade 3 and Grade 6 students participating in EQAO testing:

2,089

Number of schools involved:

40

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- identification of areas for improvement
- strategies and time lines to achieve expected outcomes

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners

Rainy River District School Board

Director of Education:

Warren Hoshizaki

Number of Grade 3 and Grade 6 students participating in EQAO testing:

430

Number of schools involved:

12

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- directions and expectations for school action plans

Future Focus

- monitoring the effectiveness of the plan
- communicating with partners

Renfrew County District School Board

Director of Education:

Peter Hiscott

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,647

Number of schools involved:

27

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- identifying strategies that are working well

Renfrew County Catholic District School Board

Director of Education:

John Stunt

Number of Grade 3 and Grade 6 students participating in EQAO testing:

892

Number of schools involved:

20

Major Improvement Planning Emphasis

- data from local and provincial assessment results
- strategies and time lines to achieve expected outcomes

Future Focus

- sharing successful practice
- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners

Simcoe County District School Board

Director of Education:

Sharon Bate

Number of Grade 3 and Grade 6 students participating in EQAO testing:

7,754

Number of schools involved:

84

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Simcoe–Muskoka Catholic District School Board

Director of Education:

Kevin J. Kobus

Number of Grade 3 and Grade 6 students participating in EQAO testing:

2,948

Number of schools involved:

37

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- data from local and provincial assessment results
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans

Future Focus

- monitoring the effectiveness of the plan
- sharing successful practice
- communicating with partners

St. Clair Catholic District School Board

Director of Education:

Margaret Nelson

Number of Grade 3 and Grade 6 students participating in EQAO testing:

2,014

Number of schools involved:

38

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- communication with partners

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans

Sudbury Catholic District School Board

Director of Education:

Robert Richer

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,220

Number of schools involved:

24

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- continued comprehensive planning

Superior–Greenstone District School Board

Director of Education:

Heather Wilson-Boast

Number of Grade 3 and Grade 6 students participating in EQAO testing:

392

Number of schools involved:

10

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Superior North Catholic District School Board

Director of Education:

Len Bishop

Number of Grade 3 and Grade 6 students participating in EQAO testing:

189

Number of schools involved:

9

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- continued comprehensive planning

Thames Valley District School Board

Director of Education:

W. John Laughlin

Number of Grade 3 and Grade 6 students participating in EQAO testing:

11,682

Number of schools involved:

155

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- communication with partners

Future Focus

- directions and expectations for school plans

Thunder Bay Catholic District School Board

Director of Education:

Kevin Debnam

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,209

Number of schools involved:

16

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners

Toronto District School Board

Director of Education:

Marguerite Jackson

Number of Grade 3 and Grade 6 students participating in EQAO testing:

37,500

Number of schools involved:

431

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- directions and expectations for school action plans

Future Focus

- monitoring the effectiveness of the plan
- communicating with partners

Toronto Catholic District School Board

Director of Education:

Johanne Stewart

Number of Grade 3 and Grade 6 students participating in EQAO testing:

14,171

Number of schools involved:

186

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- directions and expectations for school action plans
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

Trillium Lakelands District School Board

Director of Education:

Evelyn Brown

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,051

Number of schools involved:

41

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- communication with partners

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans

Upper Canada District School Board

Director of Education:

Gino Giannandrea

Number of Grade 3 and Grade 6 students participating in EQAO testing:

4,998

Number of schools involved:

85

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- directions and expectations for school action plans

Future Focus

- identifying resources
- monitoring the effectiveness of the plan
- communicating with partners

Upper Grand District School Board

Director of Education:

Martha Rogers

Number of Grade 3 and Grade 6 students participating in EQAO testing:

4,918

Number of schools involved:

60

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school systems
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners

Waterloo Region District School Board

Director of Education:

Cec Omand

Number of Grade 3 and Grade 6 students participating in EQAO testing:

8,110

Number of schools involved:

88

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- data from local and provincial assessment results
- strategies and time lines to achieve expected outcomes
- monitoring process

Future Focus

- sharing successful practice
- identifying areas for improvement
- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners

Waterloo Catholic District School Board

Director of Education:

Roger Lawler

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,523

Number of schools involved:

47

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- monitoring process
- directions and expectations for school action plans
- communication with partners

Future Focus

- continued comprehensive planning

Wellington Catholic District School Board

Director of Education:

Don Drone

Number of Grade 3 and Grade 6 students participating in EQAO testing:

1,126

Number of schools involved:

17

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- indicators to measure the effectiveness of the plan
- communication with partners

Future Focus

- identifying practices that are working well and resources required
- monitoring the effectiveness of the plan
- directions and expectations for school plans

Windsor–Essex Catholic District School Board

Director of Education:

Michael Moher

Number of Grade 3 and Grade 6 students participating in EQAO testing:

3,736

Number of schools involved:

50

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- directions and expectations for school action plans

Future Focus

- monitoring the effectiveness of the plan
- identifying resources
- communicating with partners

York Catholic District School Board

Director of Education:

Susan LaRosa

Number of Grade 3 and Grade 6 students participating in EQAO testing:

6,548

Number of schools involved:

65

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- procedures and strategies that are currently working well in schools and school system
- strategies to ensure successful practice is shared
- data from local and provincial assessment results
- identification of areas for improvement
- clarification of expected results
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives
- indicators to measure the effectiveness of the plan
- communication with partners

Future Focus

- monitoring the effectiveness of the plan

York Region District School Board

Director of Education:

Bill Hogarth

Number of Grade 3 and Grade 6 students participating in EQAO testing:

11,938

Number of schools involved:

109

Major Improvement Planning Emphasis

- activities at the system level for the improved achievement of students
- strategies to ensure successful practice is shared
- identification of areas for improvement
- strategies and time lines to achieve expected outcomes
- resources to achieve objectives

Future Focus

- monitoring the effectiveness of the plan
- directions and expectations for school plans
- communicating with partners